DOCUMENT RESUME

ED 041 073 UD 010 322

AUTHOR	Carpenter, L. P.; Rank, Dinah
TITLE	The Treatment of Minorities: A Survey of Textbooks Used in Missouri High Schools.
INSTITUTION	Missouri Commission on Human Rights, Jefferson City.
PUB DATE	Dec 68
NOTE	52p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$2.70
DESCRIPTORS	African American Studies, American History, Civil Rights, Evaluation Criteria, Evaluation Methods, *High School Curriculum, High Schools, *History Textbooks, Negro Culture, *Negro History, Social Studies, Textbook Bias, *Textbook Evaluation, Textbook Standards
IDENTIFIERS	*Missouri

ABSTRACT

Fifty of the most frequently used social studies textbooks in Missouri are evaluated. The focus of the textbook evaluations is the handling of racial minorities, especially the American Negro. Criteria are outlined for adequate textbook coverage of prejudice, discrimination, and minority groups in the areas of American history and government, world history, and geography. It is felt that inadequate and biased attention has been given to immigration, slavery, resistance to slavery, Reconstruction, segregation, black self awareness and protest, the discrepancies between American ideals and discrimination, non-Western cultures, and the phenomenon of race as a biological and cultural variable. The use of supplementary audio visual materials, and teacher self examination of personal attitudes toward race and knowledge of minority groups in America are recommended. Books about racial minorities for teacher reference are listed. [Appendix III, containing copyrighted reprints of newspaper and journal articles, has been deleted from the microfiche and hard copy prints of this document.] (KG)

ED041073

THE TREATMENT OF MINORITIES.

A SURVEY OF TEXTBOOKS USED IN MISSOURI HIGH SCHOOLS

Prepared for

The Missouri Commission on Human Rights by
L. P. Carpenter, Ph.D., Consultant, and Dinah
Rank, Assistant, under the supervision of
Richard E. Risk, Executive Director

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

UD010322

Missouri Commission on Human Rights
314 East High Street
Jefferson City, Missouri

Warren E. Hearnes, Governor
John B. Ervin, Vice-Chairman
Richard E. Risk, Executive Director

December 1968

Cover Photo by D. R. Miller

Foreword

The Commission feels very strongly that a complete education is the right of every child, that an important part of this is the nature of the materials which are used in the educational process. Textbooks are an integral part of this, and it is our conviction that every school system ought to examine the basis on which textbooks are selected and used.

The study which is being presented here was made at the request of the Commission in order to demonstrate a technique which might be used to provide a basis for selection. We are aware that other criteria are involved in evaluating a text; racial balance, however, is an essential and commonly ignored one. Therefore, we are presenting this report as a guideline for evaluating the treatment of minorities in textbooks.

This comes out of our conviction that all children should have an opportunity to learn what America really is; that no child can get a whole education when materials are used that do not reflect the diversity that is America.

John B. Ervin

We would like to thank the following individuals and organizations for the help they gave us with this textbook study:

Virginia Brown, A. Leedy Campbell, Peter Filene, Lorenzo Greene, Nell Krause, Kenneth Martinez, Bennat Mullen, Norris Pearson, the State Department of Education, and Raymond Roberts, State Department of Education Director of Curriculum, the Anti-Defamation League, the Illinois Commission on Human Rights, the Indiana University Audio-Visual Service, The Missouri State Library, and the National Education Association Committee on Professional Rights and Responsibilities.

L. P. Carpenter

Dinah Rank

Dr. L. P. Carpenter received his undergraduate degree from Amherst in 1962, and a Ph.D. in history from Harvard in 1967. He did research at Oxford in 1965-66. Dr. Carpenter has participated in the Woodrow Wilson Teaching Internship Program at Central State College in Ohio, and at Lincoln University in Missouri, where he was an assistant professor from 1966 to 1968. Dr. Carpenter is a member of the American Historical Association, the Organization of American Historians, Phi Beta Kappa, and is a Woodrow Wilson Fellow.

Dinah Rank graduated summa cum laude from Lincoln University in Missouri in 1968. She is an honorary Woodrow Wilson Fellow and has received a National Defense Education Act Title IV fellowship to Yale in American Studies.

TABLE OF CONTENTS

Foreword

Acknowledgements

I. Introduction 1

II. Evaluations

A. Procedure 3

B. Criteria

General Criteria 3
American History Criteria 6
Government and Social Problems Criteria 10
World History and Geography Criteria 12

C. Chart of Evaluated Books 14

D. Comments on Evaluated Books 18

E. Summary of Results 27

F. Some Quotations from Unfair Textbooks 29

III. Going Beyond the Textbook 31

IV. Recommendations 35

Appendix

I. House Resolution 78 (Concerning the Teaching of Negro History in Missouri Schools) 39

The State Board of Education's Resolution in Reply House Resolution 78 40

Steps Being Taken by the State Department of Education 41

II. A Brief Description of a Study Block on "Race, Creed and Discrimination"–St. Elizabeth, Missouri 42

III. The Kansas City Plan (a series of articles) 45

IV. Articles and Editorials 51

V. "Textbook Distortion of the Indian" 53

VI. Bibliography 57

VII. Recommendations Regarding Education from the Final Report of the Mayor's Commission on Civil Disorder– Kansas City, Missouri 59

I. INTRODUCTION

In 1891, the black historian, Edward A. Johnson, asked: "How must the little colored child feel when he has completed the assigned course of United States history and in it found not one word of credit, not one word of favorable comment for even one among the millions of his forefathers, who have lived through nearly three centuries of his country's history?"

His question is as significant now as it was in 1891.

In July of 1968, 77 years later, June Shagaloff, national education director of the NAACP, said: "White racism is reflected at its worst in the textbooks and curriculum of American public schools."

For many years, American educators have realized that most public school textbooks ignore the contributions of American minority groups and in many cases perpetuate inaccurate racial and ethnic stereotypes. In 1949, the American Council on Education documented these misrepresentations extensively in a pamphlet, "Intergroup Relations in Teaching Materials", which was the result of a four-year study. More recent studies, including the well-known study, "The Negro in American History Textbooks", by members of the History Department of the University of California, and a study by the Michigan Department of Education, "A Report on the Treatment of Minorities in American History Textbooks", have revealed the same basic pattern of discrimination, distortion and omission.*

Textbooks that omit or distort the contributions of Negroes, Spanish-speaking Americans, or Americans of Jewish, East European, or Oriental extraction teach children of these backgrounds that they are second class, without value to themselves or to their country. But an inadequate treatment does more than damage the members of minority groups; it inflicts an injustice on the Caucasian students as well. As Robert Green of Michigan State University said at the National Education Association Commission on Professional Rights and Responsibilities Conference on Civil and Human Rights in February of 1967: "If we're concerned about developing democratic attitudes on the part of white youngsters - and, to a great extent, many of these white youngsters will be in power positions one day - then they need this same basic information."

Within the last five years, increasing numbers of publishers have responded to the evidence of discrimination revealed by textbook studies and to the increased self-

* Refer to bibliography for complete information on books and pamphlets mentioned in the text of this report.

awareness of minority groups by improving their texts. As a result, several textbooks giving a reasonably full and adequate treatment to American minority groups are now available although they are still the exception rather than the rule and are not nearly as widely used as they should be.

A good textbook provides a convenient starting point for enriching children's experiences with knowledge about all Americans. Dr. Lloyd Marcus wrote in "The Treatment of Minorities in Secondary School Textbooks": "... As the most universally used teaching tool, what [textbooks] say, what they imply, and what they omit is important"* It is the responsibility of educators, and of all interested citizens and groups, to inform themselves of the fairness of textbooks currently used in our schools, and to work for the exclusive use of totally adequate books.

The Missouri Commission on Human Rights has prepared this report on the treatment of minorities in textbooks used in Missouri schools in hopes of facilitating that task. In particular, the Commission, acting in its statutory educative function, intends this study to advise and aid local boards of education in their selection of fair and adequate textbooks.

New textbooks, and revisions of old ones, appear every day; consequently a list of desirable and undesirable ones is soon outdated. In this report, therefore, we not only evaluate specific textbooks, but also present criteria which we hope will be of service to school boards and school personnel as they attempt to weigh other books, and to extend their concern to textbooks in areas not covered by this study, which evaluates only texts used in junior and senior high school American history and social studies courses.

The treatment of black people, particularly of black Americans, is perhaps the most critical area. Therefore, this study pays particular attention to the treatment of Negroes in textbooks, although some consideration is given to the treatment of other groups. In general, treatment of Puerto Ricans, Mexican-Americans, and other non-white Anglo-Saxon Protestant immigrant groups parallels that of Negro Americans, so that when treatment of Negro Americans is good, that of other groups is usually good.

Of course, a truly democratic education depends on far more than the use of a textbook providing fair treatment of minority groups. The best of available textbooks, used in a vacuum, will be almost worthless. One vitally important factor is the knowledge, sensitivity, and attitude of the individual teacher; a good teacher can do much even with a less-than-adequate textbook, through lectures, audio-visual aids, class discussions and supplementary printed materials. The attitudes of the school administration, and, in fact, of the entire community, are other essential factors. If discrimination in education is to be ended in all its forms, a comprehensive plan will be needed, including textbooks, teacher training, and community relations. For this reason, the section of this report titled "Going Beyond the Textbook" discusses areas which, while having no direct connection with textbooks, are essential to democratic education.

* Refer to bibliography for complete information on books and pamphlets mentioned in the text of this report.

II. EVALUATIONS

A. Procedure

In August, 1967, a questionnaire was sent out under the auspices of the Commission to every school district in the state asking for the titles, authors, and publication dates of textbooks used to teach junior high and senior high American history, world history, and social studies. Of the school districts in the state, 206 (40%) responded, and we appreciate their cooperation very much.

Every textbook that was used in five or more of the school districts that replied was listed. This list was supplemented with textbooks that had been filed with the State Board of Education too recently to appear in the schools that had responded to our questionnaire. We obtained and reviewed all 50 books listed.

The criteria used in this study were developed from what seemed to be the consensus of previous reports and of other experts in the field. These established criteria were supplemented by observations of recent changes in the coverage and treatment of racial issues in some textbooks.

Each textbook was read and rated according to these criteria, using a three-fold rating system: "Adequate" books seem generally fair and inclusive in their treatment of racial questions; "Less-than-Adequate" books are generally fair, but omit or minimize important topics; and "Inadequate" books rate poorly on fairness, or on both fairness and coverage, or very poorly on coverage.

These ratings apply to treatment of minority groups. Of course, school boards must take many factors into consideration when selecting a text. Minority problems, however, are such a major part of American society today, and of American history in the past, that the treatment of the history and problems of minority groups is among the most important criteria involved in selecting a text. A textbook that distorts the roles and problems of minorities seriously distorts the whole picture of American or world civilization.

B. Criteria

General Criteria

Basic general criteria for evaluating textbook treatment of minority groups have remained consistent over the years. Most authorities would accept a list like that adopted by the recent NEA Conference on Civil and Human Rights in Education. That list is reprinted below, with additional comments taken from other lists of criteria.

1. Factuality - Does the author develop the role of minority groups in a scholarly, factual way?

The Anti-Defamation League of B'nai B'rith states that "the material should be primarily factual and objective." The important California study, "The Negro in American History Textbooks," clarifies factuality: Texts "should accurately reflect the best findings of current scholarship." Another dimension of factuality was explored by Group III of the National Education Association Professional Rights and Responsibilities Conference: "Texts should not be dogmatic; children should be presented with ideas and problems rather than answers. Moreover, useless and insipid generalizations should be avoided."

2. **Democracy - Does the text meet the basic philosophy of our democratic society – particularly as it relates to civil rights?**

   The next two criteria, comments at the Conference, and other sources indicate that the 'basic philosophy' includes the rights of minority groups and the pluralistic nature of American society.

3. **Avoidance of Subordination - Does the text demonstrate consideration for human relationships and respect for the dignity of all?**

   Loretta Golden's article, "The Treatment of Minority Groups in Primary Social Studies Textbooks", reveals that many books violate this criterion by showing Negroes only in inferior occupational positions, only in work clothes, and never at home. Such a treatment creates an assumption of subordination of the minority groups, she argues.

4. **Inclusion - Does the text depict and illustrate adequately the multi-ethnic character of the United States and of the world?**

5. **Avoidance of Stereotype - Are stereotypes – racial, ethnic, and religious – avoided?**

   The Anti-Defamation League comments further: "The range of human characteristics should be described in reference to all and any group so as to eliminate the danger of stereotyping according to race, religion, or national origin or ancestry. Such matters as cultural assimilation and diverse factors affecting groups should be included where relevant."

6. **Realism - Is the approach to the subject matter realistic?**

   The Anti-Defamation League defines realism in the following terms: "Social evils, such as Nazi genocide of minorities and restrictive immigration, and unsolved problems, including prejudice and discrimination, should receive frank treatment, rather than being defended, minimized, or ignored." Their criterion of balance also helps describe a realistic treatment: "All aspects of the subject – both negative and positive – should be given reasonable attention; overemphasis on any one aspect to the neglect of another should be avoided to prevent distorted impressions."

7. **Integration of Material - Are materials about minorities chosen for their relevance? Are they woven into the fabric of the book or included as inserted afterthoughts?**

> The Anti-Defamation League adds a relevant observation: "Information about each group that is concerned, at any one time and place, should be sufficiently concentrated to be meaningful, rather than fragmented into scattered passing references."

8. **Contributions - Does the text include the unique contributions of various minority groups or does it just present general, categorical description of these groups?**

> A good text should include both individuals and the group as a whole. Group III of the National Education Association Conference warns against interpreting such a criterion to eliminate discussions of 'average' minority group Americans: "We should bring the average Negro into the chronology of American history texts rather than skipping from Harriet Tubman to W. C. Handy to Martin Luther King."

These are merely general criteria; in order to use them to judge a particular text, one has to translate them into the language and factual matter of a particular discipline. Here the criterion of factuality becomes especially important: What are the "best findings of current scholarship"? To judge this requires the school board to have the assistance of educators who keep abreast of current work; they may be teachers on the staff of that school, or citizens who have a lively interest in current affairs and in some academic area, or faculty members of a college or university. The specific comments that follow are based both on reading current materials in the fields and on studies of texts published by other organizations and other states.

American History Criteria

The criteria which should be used to judge an American history text are well established. A distinguished committee of historians at the University of California wrote a study, "The Negro in American History Textbooks",* that provides an excellent short summary of the information to which every American should have access. We are following their account, adding to it some comments about the treatment of other minority groups.

There are six crucial topics in American history in which recent research has expanded and revised our understanding of the place of the Negro in America – the coming to the new world, slavery, the tradition of opposition to slavery and the abolitionist movement, the Civil War and Reconstruction, the establishment of legal segregation in the 1890's, and the increasing self-awareness of 20th century Negro Americans that culminated in the civil rights movement. In several of these topics, the contributions of other minority groups – East European and Jewish immigrants, Americans of Oriental descent, and Spanish-speaking Americans – also need to be made more noticeable.

1. Immigration

Most Americans are totally unaware of the societies from which Negroes, Chinese-Americans, and Eastern European and Jewish immigrants have migrated. Lerone Bennett comments that "In most textbooks now in use, black Americans appear suddenly by a process of spontaneous generation." Americans commonly think of Africa as a primitive continent; contemporary scholarship is uncovering dramatic evidence of African empires that were disrupted by the slave trade. In the same way, East European peasant societies and the precarious position of Jews and other minorities in Czarist Russia are outside of the knowledge of most Americans. It is also true that Africans came to the new world with Spanish conquistadors before white men settled in North America.

2. Slavery

The history of slavery is a second critical area. Modern scholarship has revealed that the first Africans to be brought to the American part of the new world were not immediately reduced to a slave status. Instead, they along with Indians and many European immigrants, shared a semi-servile status of 'indentured servants', which did not disappear until after the Revolution. But only Africans were reduced to a slave status in large numbers; the authors of the California study say that "The Negro incurred debasement because he was different, particularly because he was 'heathen', black and helpless."

*** Refer to bibliography for complete information on books and pamphlets mentioned in the text of this report.**

Current scholarship has also generally revised the assumption that most Negroes were happy under slavery, that their masters were basically kind. Current authors point both to the sporadic slave rebellions and the uniform resistance of servile discipline by 'laziness' and other forms of passive resistance, and to the strong fears of the masters. They also point out that slavery damaged the masters and made the South less willing to become an industrial society. A good text thus would give a full account of the lives of slaves, both field hands and those who were trained for house work and industry; it would discuss both the foreign and the domestic slave trade.

3. Resistance to Slavery

The resistance to slavery is generally misunderstood. Groups like the Quakers resisted it early in the country's history; the issue was raised at the Constitutional Convention, because of slavery's obvious incompatibility with American ideals. The fact that free and unfree Negro Americans fought in the Revolutionary War also made leaders like Jefferson aware of the problem. Gradually after independence, the states north of Delaware banned slavery. After 1830, anti-slavery sentiment grew once more among white Americans. Recent scholarship has been much more sympathetic to the Abolitionist, without being sentimental. Scholars have focused more attention on prominent Negro Abolitionists, and on the substantial number of free Negroes, both in the South and in the North. At the same time, they have documented racial discrimination against free Negroes in the North.

4. Reconstruction

The Civil War and Reconstruction remain the area in which the least accurate treatment of the role of Negroes occurs. Discussion of the causes of the war has restored slavery to a prime position, while pointing out that the U. S. Government only gradually realized that the slaves must be freed. Some 200,000 Negroes fought for the North. As the authors of the California study recognize current scholarship also generally "portrays sympathetically the radical Republicans in Congress, who opposed Lincoln's and later Johnson's plans for bringing the southern states back into the Union as quickly and painlessly as possible under conservative white leadership." Contemporary scholars also give a more balanced account of the motives of Northerners who went south after the war, pointing out that many wanted to help and even dimly glimpsed the ideal of a multi-racial society, as well as being moved by the personal ambition that earlier commentators seized upon.

Important current studies also deny that Negroes controlled the Reconstruction legislatures in the South, and point out that the corruption which is popularly associated with Reconstruction was a glaring feature of virtually every state government and many areas of the

federal government in the last half of the 19th century. Scholars give the Reconstruction legislatures credit for constructive accomplishments notably in the extension of public education.

5. Segregation

Older texts were generally silent on the process by which legal racial segregation crept into the southern states after Reconstruction – and on the fact that it didn't occur immediately. The violence of the Ku Klux Klan, the willingness of Northerners to accept the arguments and beliefs of the white Southerners, and the reinterpretation of the 14th and 15th amendments to protect business and ignore minority groups all played a part. Gradually Negroes were pushed back into "a kind of unofficial slavery".

At the same time, Eastern European, Jewish, and Oriental immigrants found various forms of discrimination in jobs, housing, and social opportunities available to them in the North and West. The cultural shock of leaving peasant societies and entering industrial society on the bottom level deserves sympathetic treatment.

6. Black Self-Awareness and Protest

Twentieth century changes in the positions of minority groups should be covered extensively. Children and grandchildren of Jewish and East European immigrants gradually found it possible to move into the mainstream of educational, occupational and residential opportunity. Their place in the center of cities and in the least desirable jobs was taken by Negro Americans migrating from the South, especially during war-time periods of high demand for labor, and by Spanish-speaking Americans. The relative decline of farming and the introduction of farm machinery helped force Negroes to leave the South. Conditions in the large cities should be described in a balanced way; many textbook writers do not adequately convey the excitement of a big city and the cultural opportunities that may be found there, as they overemphasize the problems of cities and the crowding. In making these points, the Negro Renaissance of Harlem in the 1920's and the more recent civil rights movements could be mentioned as signs of the vitality of the cities.

The growth of Negro self-awareness, and the penetration of members of other minority groups into decision-making positions, should be described. The activities of the Albany movement and the NAACP, the judicial movement that has undercut some of the most blatant forms of segregation, and the efforts of numerous civil rights groups of the last decade all belong in textbooks. A balanced assessment of gains and of remaining inequities is essential. The authors of the California study conclude:

> "This civil rights revolution seems to us to be one of the major historical events of the mid-twentieth century and to demand full treatment in any American history textbook. The gains that have been made should be described realistically and not as an ode to the inevitable justice and progress of the democratic system. It should be made clear that the outcome of the civil rights struggle is still in doubt, and that the inequalities are so great as to defy quick remedy by even the most vigorous effort."

Naturally, the discussion of these basic facts will vary upon the level of the textbook. One does not want to rub the noses of young children too deeply into the most unpleasant parts of American history. Such a treatment would likely cause revulsion rather than understanding. But a history that is bland, ignoring Negroes entirely or implying that minority groups have not been met with discrimination would be too severe a distortion. Group III at the recent National Education Association Professional Rights and Responsibilities Conference reported that "We should begin immediately to teach Negro history at every academic level starting with kindergarten or pre-school." Supplementary materials and readers that focus upon the cultures of Africa, Asia, and Eastern Europe, as well as England and Western Europe, would be especially useful at this level. Folk stories from all these areas could be used effectively, as could stories about the contributions of gifted individuals of all backgrounds; the backgrounds should be realistic rather than "whitewashed". By junior high school, texts should include all the material described above.

Recent revisions of textbooks have generally improved their treatment of slavery more than that of any other period. Many texts now reveal that Negroes first came to North America as indentured servants rather than as slaves; they still are not frank about the way black people were reduced to slavery. Several recent texts provide at least a partial disputation of the myth of the "happy slave" and mention the cost of slavery to Southern social and economic development.

The most glaring gap still remaining in the history of America taught by these textbooks falls between 1877 and 1954. Some texts do not even mention the Ku Klux Klan of the 1920's; almost none give any significant coverage to the system of segregation so that Brown v. Board of Education of Topeka, Kansas suddenly appears on the scene with no preparation. This leads to a further glaring defect, the isolation of the problems of Black America in the last chapter of the text, where these problems can easily be ignored by both the teacher and the student as they struggle through the last month of the semester. Several books have improved their coverage of a portion of the facts relating to black people in America; few have made these facts part of the mainstream of American history.

Government and Social Problems Criteria

The general criteria set out above and the special criteria developed for American history textbooks provide a general framework for the development of criteria for junior and senior high school books on social problems and American government.

1. Recognition of Discrimination - Does the textbook recognize the importance and pervasiveness of racial discrimination today?

2. Recognition of Conflict Between Discrimination and American Goals - Does the textbook recognize the incompatibility of racial discrimination with basic American goals of equality of opportunity and freedom for all citizens?

3. Inclusion and Integration - Does the text provide examples both of Negro successes and problems integrated into the mainstream of the discussion?

   These examples could come at dozens of points. Among the most essential are: the role of the courts in American Society (Brown v. Board of Education of Topeka, Kansas, and other cases); the role of schools (de facto segregation, 'legal' segregation, and the role of education in equality of opportunity); the role of interest groups (civil rights groups such as the NAACP or CORE) and contemporary urban problems.

4. Role of Government - Does the textbook discuss the role of government in overcoming racial barriers?

   In addition to the topics mentioned under (3) above, texts could mention the role of Fair Employment Practices Commissions in various states, the Federal Equal Employment Opportunity Commission, the federal and state statutes on public accommodations, and the desegregation of the armed services. Future editions of books should be checked for coverage of recent federal legislation on discrimination in housing, which most textbooks still treat as legitimate. In all of these areas, the text should maintain an appropriate balance between ideals, legislation, and reality. Many books currently are satisfied with listing the relevant legislation, while ignoring the difficulties of enforcement. The result, of course, understates drastically the hardships of being black in America.

5. Treatment of Metropolitan Areas - Does the textbook fully discuss metropolitan areas?

   The underestimation of the importance of racial problems in America is closely linked to an underestimation of the role of metropolitan areas. Since between 70% and 85% of all Americans live in metropolitan areas, the normal text which gives equal treatment to rural and urban local government is clearly out of date. Suburbia is generally not discussed, and the sophisticated segregation imposed by income levels is left undiscussed even when suburbia is discussed.

6. **Avoidance of Stereotypes - Does the textbook avoid stereotypes?**

> Unfortunately, it is still necessary for the school board or teachers evaluating books for possible adoption to beware of racial and ethnic stereotypes and of an assumption of Negro inferiority and necessary subordination. These stereotypes may crop up in a persistent comparison of "Negroes" and "people" or in pictures and examples that only show black people in the positions of subordinates or recipients of aid. Misrepresentation of historical events, both in the slavery and reconstruction period and in the discussion of the last 15 years, also occurs frequently enough to mention.

The above criteria are most applicable to school districts that are overwhelmingly or predominantly white. It is very likely that black students, especially in a ghetto area, need a social problems course that will discuss frankly how to make it in a predominantly white society without losing all black identity.

World History and World Geography Criteria

World history and world geography textbooks now are beginning to show signs of incorporating recent research into the origins of man in southern Africa and into the history of all non-western areas. Both types of studies have grown tremendously in the last 10 years. As yet the results of this research are often confined to the first few and the last few chapters of junior and senior high school texts. The traditional picture of European development, superiority, and expansion has been left untouched. The following criteria for the evaluation and supplementation of textbooks on world history and geography can be set forth at this time; however, we are aware that future research will require even more extensive coverage of non-western cultures in textbooks written in years to come.

1. Discussion of Race - How does the book discuss "race" as a biological and cultural variable?

> Books that mention race often do so in a highly selective way. The student may learn that Jews and Arabs are both Semitic peoples, and perhaps that India was first settled by Indo-European peoples, but not that there is much evidence that Egyptian civilization was created by dark-skinned peoples. These and other mentions of "race" generally occur with no general discussion of racial typing and its limitations. We have not encountered a book that frankly admitted that there are no pure "races", that most social sciences do not consider race biologically significant in history. Crude stereotyping often occurs; one book presents an elaborate map asserting that peoples of the "middle latitudes" (which clearly comes out as people of white European stocks) "lead the world in all major human activities". Multi-racial cultures, such as that which thrived along the Indian Ocean from East Africa to India up to the 16th century are never mentioned.

2. Discussion of European Conquerors and Colonialism - Does the book give full treatment to the effects, both good and bad, of European conquest and colonialism?

> The coming of European conquerors is generally treated almost exclusively from the point of view of the Europeans, as a blessing to the rest of the world. The destruction of indigenous ways of life is either left unmentioned or glossed over.

3. Discussion of Non-Western Cultures - Are non-western cultures given full and fair treatment?

> Few books discuss in any depth the cultures the Europeans found. One geography book dismissed all Africa south of the Sahara with the comment that "the rest of Africa . . . has had no history of importance to the rest of the world." Few texts mention the positive developments of non-western civilizations, or the fact that Mayan, Malian and Chinese

cultures were more "advanced" than western Europe during the time of the middle ages. A strong bias to "Progress" often blinds the writers of textbooks to the existence of peasant cultures around the world.

Discussions of current non-western cultures tend to focus on their relations with the western European nations and with the United States. Whether they are "friendly" with us is considered more important than their chances for growth and development. This perspective obviously interferes with the student's chance to see other nations as independent, developing societies.

C. Chart of Evaluated Books

AMERICAN HISTORY TEXTS

	TITLE	AUTHOR	RATING	PUBLISHER	DATE OF EDITION REVIEWED	LEVEL	NO. OF SCHOO DISTRICTS REPORTING US
1.	ADVENTURE OF THE AMERICAN PEOPLE	Graff, Krout	INADEQUATE	Rand McNally	1965	Senior High	10
2.	THE GROWTH OF AMERICAN DEMOCRACY	Link	INADEQUATE	Ginn	1967	Senior High	32
3.	HISTORY OF A FREE PEOPLE	Bragdon, McCutchen	LESS THAN ADEQUATE	MacMillan	1967	Senior High	35
4.	HISTORY OF OUR UNITED STATES	Eibling, King, Harlow, Finklestein	INADEQUATE	Laidlaw	1964	Junior High	34
5.	HISTORY: USA	Allen, Betts	ADEQUATE	American Book Co.	1967	Senior High	5
6.	LAND OF THE FREE	Caughey, Franklin, May	ADEQUATE	Benziger	1966	Junior High	R*
7.	THE MAKING OF MODERN AMERICA	Canfield, Wilder	INADEQUATE	Harcourt Brace	1967	Junior High	R
8.	OUR AMERICAN REPUBLIC	Muzzey, Link	INADEQUATE	Ginn	1965	Senior High	49
9.	RISE OF THE AMERICAN NATION	Todd, Curti	INADEQUATE	Harcourt Brace	1966	Senior High	32
10.	THE STORY OF AMERICA	Eibling, King, Harlow, Finklestein	INADEQUATE	Laidlaw	1965	Junior High	15
11.	THE STORY OF THE AMERICAN NATION	Casner et al	INADEQUATE	Harcourt Brace	1967	Junior High	8
12.	THIS IS AMERICA'S STORY	Wilder et al	INADEQUATE	Houghton Mifflin	1966	Junior High	58
13.	UNITED STATES HISTORY	Current et al	LESS THAN ADEQUATE	Scott Foresman	1967	Senior High	R
14.	UNITED STATES HISTORY FOR HIGH SCHOOLS	Shafer, McLemore Augspurger	LESS THAN ADEQUATE	Laidlaw	1966	Senior High	23
15.	YOUR AMERICA	Anderson, Shufelt	INADEQUATE	Prentice-Hall	1967	Senior High	R
16.	YOUR COUNTRY'S HISTORY	Tiegs, Adams	INADEQUATE	Ginn	1966	Junior High	20

* R indicates a textbook filed too recently with the State Department of Education to have been included in the lists received from school districts. See page 3.

GOVERNMENT AND SOCIAL PROBLEMS TEXTS

	TITLE	AUTHOR	RATING	PUBLISHER	DATE OF EDITION REVIEWED	LEVEL	NO. OF SCHOOL DISTRICTS REPORTING USE
1.	AMERICAN GOVERNMENT IN THE 20TH CENTURY	Ebenstein, Mill	LESS THAN ADEQUATE	Silver Burdett	1968	Senior High	R*
2.	BUILDING CITIZENSHIP	McCrocklin	INADEQUATE	Allyn and Bacon	1966	Senior High	39
3.	CIVICS FOR AMERICANS	Clark et al	INADEQUATE	MacMillan	1965	Senior High	18
4.	GOVERNMENT IN OUR REPUBLIC	Brown, Peltier	INADEQUATE	MacMillan	1967	Senior High	R
5.	MAGRUDER'S AMERICAN GOVERNMENT	McClenaghan	INADEQUATE	Allyn and Bacon	1966	Senior High	5
6.	OUR AMERICAN GOVERNMENT	Dimond, Pflieger	INADEQUATE	Lippincott	1967	Senior High	19
7.	OUR DEMOCRACY AT WORK	Warren et al	INADEQUATE	Prentice-Hall	1967	Senior High	R
8.	OUR FREE NATION	McGuire, Portwood	INADEQUATE	MacMillan	1961	Junior High	12
9.	THE PROBLEMS AND PROMISE OF AMERICAN DEMOCRACY	Eagleton Institute	ADEQUATE	McGraw-Hill	1964	Senior High	9
10.	PROBLEMS OF DEMOCRACY	Dinwiddie, Kidger	ADEQUATE	Ginn	1967	Senior High	7
11.	STORY OF OUR LAND AND PEOPLE	Moon, Cline	INADEQUATE	Holt, Rinehart, Winston	1964	Junior High	19
12.	UNDERSTANDING OUR GOVERNMENT	Bruntz	INADEQUATE	Ginn	1963	Senior High	18
13.	YOUR LIFE AS A CITIZEN	Smith	INADEQUATE	Ginn	1967	Senior High	56
14.	YOUTH FACES AMERICAN CITIZENSHIP	Aliunas, Sayre	INADEQUATE	Lippincott	1965	Junior High	11

* R indicates a textbook filed too recently with the State Department of Education to have been included in the lists received from school districts. See page 3.

WORLD HISTORY AND GEOGRAPHY TEXTS

	TITLE	AUTHOR	RATING	PUBLISHER	DATE OF EDITION REVIEWED	LEVEL	NO. OF SCHOOL DISTRICTS REPORTING USE
1.	THE CHANGING OLD WORLD	Cooper, Sorenson, Todd, Harper, Raymond	ADEQUATE	Silver Burdett	1967	Junior High	11
2.	THE HISTORY OF OUR WORLD	Boak, Slosson, Anderson, Bartlett	LESS THAN ADEQUATE	Houghton Mifflin	1967	Senior High	19
3.	LIVING IN THE OLD WORLD	Cutright, Jarolimek	LESS THAN ADEQUATE	MacMillan	1966	Junior High	17
4.	LIVING IN TODAY'S WORLD	Roth, Hobbs, Drake	INADEQUATE	Laidlaw	1964	Senior High	15
5.	LIVING WORLD HISTORY	Wallbank, Schrier	LESS THAN ADEQUATE	Scott Foresman	1964	Senior High	11
6.	MEN AND NATIONS	Mazour, Peoples	INADEQUATE	Harcourt Brace	1968	Senior High	10
7.	OUR WORLD HISTORY	Black	LESS THAN ADEQUATE	Ginn	1965	Senior High	24
8.	RECORD OF MANKIND	Roehm, Buske, Webster, Wesley	LESS THAN ADEQUATE	Heath, D. C. and Company	1965	Senior High	10
9.	STORY OF NATIONS	Rogers, Adams, Brown	ADEQUATE	Holt, Rinehart, Winston	1968	Senior High	18
10.	WORLD BACKGROUND FOR AMERICAN HISTORY	Eibling, King, Harlow	ADEQUATE	Laidlaw	1965	Junior High	10
11.	WORLD GEOGRAPHY	Bradley	INADEQUATE	Ginn	1960	Senior High	24
12.	WORLD GEOGRAPHY TODAY	Israel, Roemer, Durand	LESS THAN ADEQUATE	Holt, Rinehart, Winston	1966	Senior High	13
13.	WORLD HISTORY AND CULTURES	Habberton, Roth, Spears	LESS THAN ADEQUATE	Laidlaw	1966	Senior High	10
14.	YOUR WORLD AND MINE	Tiegs, Adams, Dawson	INADEQUATE	Ginn	1965	Junior High	13

OTHER

	TITLE	AUTHOR	RATING	PUBLISHER	DATE OF EDITION REVIEWED	LEVEL	NO. OF SCHOOL DISTRICTS REPORTING USE
1.	THE HERITAGE OF MISSOURI	Meyer	LESS THAN ADEQUATE	State Publishing Company	1963	Senior High	13
2.	HIGH SCHOOL SOCIOLOGY	Cole, Montgomery	INADEQUATE	Allyn and Bacon	1967	Senior High	15
3.	THE MISSOURI CITIZEN	Karsch	INADEQUATE	State	1956	Junior High	14
4.	MISSOURI: MIDLAND STATE	Collins, Snider	INADEQUATE	Ramfre Press	1967	Senior High	20
5.	PSYCHOLOGY	Engle	INADEQUATE	Harcourt Brace, World	1964	Senior High	22
6.	SOCIAL LIVING	Landis	INADEQUATE	Ginn	1961	Senior High	12

D. Comments on Evaluated Books

American History Texts

1. ADVENTURE OF THE AMERICAN PEOPLE, Graff and Krout. Rand McNally, 1965.

> Clear WASP bias. For example, the immigrants of the 1840's receive a little praise–they were "good consumers". Seems to approve of slavery in 18th century, and is generally more concerned with white attitudes than with slavery as a way of life for black people. Then a tremendous gap from Reconstruction to Truman (330 pages!), and a final resume' that is rather hostile. INADEQUATE

2. THE GROWTH OF AMERICAN DEMOCRACY, Link. Ginn, 1967.

> A new book, this replaces the old Muzzey. It largely ignores black people because of a heavy bias toward legislative history. Has an annoying way of using "Americans" exclusively for white Americans. Generally understates slavery but is not too bad on Reconstruction. Imbalance and a lack of understanding characterize the rest of the book. INADEQUATE

3. HISTORY OF A FREE PEOPLE, Bragdon and McCutchen. Macmillan, 1967.

> First half is adequate. It covers the Spanish colonies more thoroughly than most, and admits that slavery and discrimination violated American principles. But after an adequate treatment of Reconstruction, black people vanish until Truman's administration. Section on condition of black people at present is largely generalizations, not fully satisfactory. LESS THAN ADEQUATE

4. HISTORY OF OUR UNITED STATES, Eibling, King, Harlow, Finklestein. Laidlaw, 1964.

> Poor treatment of Indians. Very poor on slavery and Reconstruction. Seems generally to lean to the patronizing dominant white southern point of view, and does not discuss how Negroes felt. Defends restrictive immigration. INADEQUATE

5. HISTORY: USA, Allen and Betts. American Book Company, 1967.

> Treatment generally acceptable, with the biggest gap in the 1920's and 1930's. Treatment of slavery and opposition to slavery is adequate, and integrated into history of period. Covers the extent of the slave trade, which is often left out. Reconstruction covered adequately, with more hints about the coming of segregation than generally found. Mentions FEPC and early civil rights pressure. ADEQUATE

6. LAND OF THE FREE, Caughey, Franklin, May. Benziger, 1966.

The only genuinely multi-racial text reviewed for this study. Only weakness is that coverage of last 30 years is more skimpy than earlier parts. ADEQUATE

7. THE MAKING OF MODERN AMERICA, Canfield and Wilder. Houghton Mifflin, 1966.

Not bad on slavery, but bad on opposition to slavery and on Reconstruction. Although conceding evils of Black Codes and Ku Klux Klan attacks, accepts line that blacks would have been better off without Reconstruction. Praises Southern education around 1900, without at all mentioning segregation; and this sets tone for everything up to the last chapter, where a little more understanding is shown. INADEQUATE

8. OUR AMERICAN REPUBLIC, Muzzey, Link. Ginn, 1965.

Extends the blackout after Reconstruction right up to the present, with only a few token references to minority groups. Doesn't even mention black people in section on "Social Problems at Midcentury". Successive revisions have tacked a few haphazard comments and a revised chapter on slavery onto inadequate original text. INADEQUATE

9. RISE OF THE AMERICAN NATION, Todd and Curti. Harcourt Brace, 1966.

An effort is made in this book, but it is not integrated into the text. Slave life is ignored, and Reconstruction myths are repeated. Not good on East European immigrants or on segregation. Excessively optimistic at end. INADEQUATE

10. THE STORY OF AMERICA, Eibling King Harlow series. Laidlaw, 1965.

Weak from the very beginning. Ignores how slavery felt to slave; generally biased against Negroes, less against Indians in accounts of slavery, Reconstruction, and western expansion. Very poor on recent history–"Today–Negroes . . . still feel that they are denied many important rights" is a daring statement as far as this book is concerned. INADEQUATE

11. THE STORY OF THE AMERICAN NATION, Casner et al. Harcourt Brace, 1967.

Generally ignores black people after 1877. For example, there is more on the admission of Alaska and Hawaii into statehood than on the civil rights movement, until a final ten-page section that is too little and too late. Earlier events (e.g. segregation) are ignored or treated badly (there is no indication of what it felt like to be a slave, and anti-Negro myths of Reconstruction are accepted). Immigrants and Indians also fare poorly. INADEQUATE

12. **THIS IS AMERICA'S STORY**, Wilder et al. Houghton Mifflin, 1966.

Generally sketchy with very poor tone of treatment. "The Negroes proved very useful" in the Virginia of 1619, for example. Generally puts off relevant points until relevance is lost, e.g. on non-slave-owning whites and on opposition to slavery. Gap from pro-Southern treatment of Reconstruction until present, with one token exception. INADEQUATE

13. **UNITED STATES HISTORY**, Current et al. Scott Foresman, 1967.

Scatters references to condition of black people throughout the text. Coverage of the drift to segregation is one of better parts, and blacks are mentioned in sections on social history. There is even one token mention of the Harlem Renaissance. Moderate on recent developments. LESS THAN ADEQUATE

14. **UNITED STATES HISTORY FOR HIGH SCHOOLS**, Shafer et al. Laidlaw, 1966.

Negroes appear in book, but too often useful points appear out of context. Negro participation in Revolutionary War is not mentioned until chapter on slavery. Book does mention black people a few times between 1877 and 1954, but squeamishly avoids segregation. One paragraph discusses Negroes advancing through education in 20th century, without any comment on educational segregation. LESS THAN ADEQUATE

15. **YOUR AMERICA**, Anderson and Shufelt. Prentice-Hall, 1967.

Book starts adequately but soon loses sight of racial questions. Opposition to slavery gets short shrift, as does black service in American wars. The treatment of Reconstruction accepts anti-Negro myths; segregation and the civil rights movement are ignored until the very end, where a list of laws takes up most of the space. INADEQUATE

16. **YOUR COUNTRY'S HISTORY**, Tiegs Adams series. Ginn, 1966.

Prejudicial juxtaposition of "Women . . . assisted by Negroes" while discussing happy days on the plantation sets tone. Opposition to slavery left unexplained; treats slavery as a problem between white men. Does make good point that buying slaves' freedom would have been less costly than the war. Skimpy treatment until final section on discrimination which makes some points but ignores housing segregation and endorses segregation in public accommodations. INADEQUATE

Government and Social Problems Texts

1. **AMERICAN GOVERNMENT IN THE 20TH CENTURY**, Ebenstein and Mill. Silver Burdett, 1968.

Fairly good on principles and on scope of discussion of civil rights problems; but is excessively optimistic about current status. Outside this, other mentions are largely token and subordinated to pro-business attitude, ignoring unpleasant things like school segregation. LESS THAN ADEQUATE

2. BUILDING CITIZENSHIP, McCrocklin. Allyn and Bacon, 1966.

Very few mentions, and those are very bland on race relations. Best part is a brief paragraph that gets facts about "race" straight. Discrimination etc. almost completely ignored. INADEQUATE

3. CIVICS FOR AMERICANS, Clark et al. Macmillan, 1965.

Generally presents a "lily-white" America and seems directed solely to white middle-class students. Ignores racial problems as a rule, except for 2½ pages devoted to minority problems. INADEQUATE

4. GOVERNMENT IN OUR REPUBLIC, Brown and Peltier. Macmillan, 1967.

Tone is a bit smug, e.g. on equality of opportunity. On civil rights, voting is only issue really discussed. Some on schools and housing, FEPC. INADEQUATE

5. MAGRUDER'S AMERICAN GOVERNMENT, McClenaghan. Allyn and Bacon, 1966.

Only mentions black people a few times, and even those references are inadequate. The discussion of Brown v. Board of Education of Topeka, Kansas, for example, spends much of its emphasis on the overturning of Plessy. Other than the 1964 law and public accommodations law, no coverage. INADEQUATE

6. OUR AMERICAN GOVERNMENT, Dimond, Pflieger. Lippincott, 1967.

Only one decent chapter, on civil rights, in which leaders are mentioned and famous people mentioned with no identification. Laws receive limited discussion and there are only a few token references to the problems of black people outside of the chapter on civil rights. INADEQUATE

7. OUR DEMOCRACY AT WORK, Warren et al. Prentice-Hall, 1967.

Almost no references to black people anywhere in the book; two in general principles, a confusing reference to anti-poll tax amendment; one brief reference on state fair employment laws, and once under urban problems. INADEQUATE

8. OUR FREE NATION, McGuire, Portwood. Macmillan, 1961.

Black people mentioned only as slaves and as childish new citizens during Reconstruction. Ignores everything except education after Reconstruction. Talks about tolerance, using Nisei regiment during World War II as example, but avoids mentioning segregation in military services. INADEQUATE

9. **THE PROBLEMS AND PROMISE OF AMERICAN DEMOCRACY, Eagleton Institute. McGraw-Hill, 1964.**

Much better than average. Mentions racial and ethnic minorities throughout the text, admits that discrimination is a compelling problem, and has a good chapter on minorities. ADEQUATE

10. **PROBLEMS OF DEMOCRACY, Dinwiddie, Kidger. Ginn, 1967.**

Mentions black people in several areas – education, family, urban renewal. Discusses nature of race decently, and has a chapter on prejudice and discrimination that relates black people to other groups. Voting, public accommodations, employment and other topics also covered. ADEQUATE

11. **STORY OF OUR LAND AND PEOPLE, Moon and Cline. Holt, Rinehart, Winston, 1964.**

Ignores black Americans systematically, other than inadequate discussions of slavery (as a problem for white politics in the mid-19th century), Reconstruction, and two pages on civil rights. An example of bending over backwards to avoid mentioning Negroes: the book has two pictures on the Boston Massacre, without mentioning Crispus Attucks. INADEQUATE

12. **UNDERSTANDING OUR GOVERNMENT, Bruntz. Ginn, 1963.**

Treatment of minority groups is almost entirely in generalities. On specific issues, such as unequal political representation, urban renewal, and education, segregation is ignored. Some recent cases and legislation are covered, but often the need for these acts is not apparent. INADEQUATE

13. **YOUR LIFE AS A CITIZEN, Smith. Ginn, 1967.**

Very little recognition of black people. First chapter has a couple of points; has four pages on civil rights, up through open housing. But very little coverage, while conservation gets more than 20 pages. INADEQUATE

14. **YOUTH FACES AMERICAN CITIZENSHIP, Aliunas, Sayre. Lippincott, 1965.**

Although the book has a fairly decent chapter on minorities, including a section on unfair textbooks, the bulk of the book is almost lily-white,

including the illustrations. The edition reviewed (3rd, filed with the State Department of Education in 1965) advises students to consider race restrictions when looking or preparing for employment. INADEQUATE

World History and Geography Texts

1. THE CHANGING OLD WORLD, Cooper et al. Silver Burdett, 1967.

   The cultures and contributions of different racial and ethnic groups are given generally fair treatment and better-than-average coverage. ADEQUATE

2. THE HISTORY OF OUR WORLD, Boak et al. Houghton Mifflin, 1967.

   Only one paragraph on early African civilizations. Generally whitewashes colonialism. Fairly decent section on the new African nations. LESS THAN ADEQUATE

3. LIVING IN THE OLD WORLD, Cutright, Jarolimek. Macmillan, 1966.

   Gives fairly good coverage of new African nations, but unfortunately leaves reader with little idea about daily lives of Africans. Comments on early African civilizations. Ignores multi-racial nature of ancient Egypt. LESS THAN ADEQUATE

4. LIVING IN TODAY'S WORLD, Roth et al. Laidlaw, 1964.

   No mention of early African civilizations. Twice states that climatic conditions in much of Africa are "unhealthful for white people". Totally unsatisfactory explanation of apartheid in South Africa. Defends restrictive immigration. Emphasizes poverty and illiteracy of people of the Far East and minimizes contributions of these cultures. INADEQUATE

5. LIVING WORLD HISTORY, Wallbank, Schrier. Scott Foresman, 1964.

   Includes a chapter on "Native Cultures in Africa and the Americas", which comments on the "Nok" culture in Nigeria, Zimbabwe in South Africa, the Afro-Moslem cultures in the Sudan, the Mayas and the Aztecs. Unfortunately, this book is very weak on new African nations. LESS THAN ADEQUATE

6. MEN AND NATIONS, Mazour, Peoples. Harcourt Brace, 1968.

   Fails to indicate the multi-racial nature of ancient Egyptian society. Nothing of Africa until colonialism and scanty coverage of new African nations. Very little on North American Indians. INADEQUATE

7. **OUR WORLD HISTORY, Black. Ginn, 1965.**

Deals to a limited extent with ancient African history in one of the last chapters of the book, but devotes much more space to Africa under colonialism. Some coverage of new African nations. Skimpy on Jewish culture and history. LESS THAN ADEQUATE

8. **RECORD OF MANKIND, Roehm et al. Heath, 1965.**

Ignores multi-racial aspect of Egyptian society. Only one short paragraph on "Importance of Hebrews". A "white" version of Africa and colonialism. LESS THAN ADEQUATE

9. **STORY OF NATIONS, Rogers et al. Holt, Rinehart, Winston, 1968.**

Contains substantial material on non-European cultures. Avoids usual pattern of discussing these cultures only in ancient and imperialist periods. Biggest defect is failure to provide comparisons between cultures. Section on British imperialism ignores colonialism, which is left for section on Africa. Influence of West on East is stressed, with little awareness of influences in the other direction. ADEQUATE

10. **WORLD BACKGROUND FOR AMERICAN HISTORY, Eibling, King, Harlow. Laidlaw, 1965.**

Includes African cultures and their destruction by whites. Main omission in coverage is classical Amerind cultures. Discusses incompatibility of slavery and segregation with freedom. Adequate within limits imposed by book's conception, which excludes more recent problems such as colonialism and Nazi racism. ADEQUATE

11. **WORLD GEOGRAPHY, Bradley. Ginn, 1960.**

This is one of the worst textbooks reviewed. Strongly implies racial inferiority of non-white peoples, both by such dubious devices as a chart of "energy levels" (with Africa rating "very low") and by general tone of book. Example: "Africa [south of the Sahara] . . . has had no history of importance to the rest of the world." INADEQUATE

12. **WORLD GEOGRAPHY TODAY, Israel et al. Holt, Rinehart, Winston, 1966.**

Has good section on "The Spread of Culture". Attacks stereotypes about Africa head on. But several times mentions "mixed races", as if there were pure races. Negroes not mentioned once in large unit on United States, but plantations are shown. LESS THAN ADEQUATE

13. **WORLD HISTORY AND CULTURES, Habberton et al. Laidlaw, 1966.**

Makes an effort, but material on non-western cultures is often surprisingly out of date. Selective use of "race" overemphasizes Caucasians in Japan and India. Slavery's role in destroying classical Greece is discussed frankly. Treatment of imperialism leaves out life and responses of the colonized. Digest of American history excludes black people. LESS THAN ADEQUATE

14. **YOUR WORLD AND MINE, Tiegs et al. Ginn, 1965.**

Chapters on Africa exclude early African cultures. Much of book patronizingly emphasizes primitivism, dictatorship, and unpreparedness for self-government. INADEQUATE

Other Texts

1. THE HERITAGE OF MISSOURI, Meyer. State, 1963.

   Better-than-average coverage of Negro history and contributions, although does not include enough material on free Negroes and on the contributions of particular Negroes. LESS THAN ADEQUATE

2. HIGH SCHOOL SOCIOLOGY, Cole, Montgomery. Allyn and Bacon, 1967.

   An inadequate discussion of race. Except for a rather superficial chapter on prejudice, neglects racial problems. Skimpy on civil rights. INADEQUATE

3. THE MISSOURI CITIZEN, Karsch. State, 1956.

   Section on Civil War does not mention Negroes who participated. Langston Hughes and George Washington Carver are included among famous Missourians. Absolutely no weaving of the Negro into the fabric of the state, and no indication of the immorality of slavery. INADEQUATE

4. MISSOURI: MIDLAND STATE, Collins, Snider. Ramfre Press, 1967.

   Poor on slavery, then almost ignores black people. Very poor on native Missouri Indians: "They were said to be greasy and disgusting objects . . . The women, if possible, were more filthy and disgusting than the men." INADEQUATE

5. PSYCHOLOGY, Engle. Harcourt Brace, World, 1964.

   A chart shows that in a survey of 3,000 high school students on the subject of "social discrimination", by far the majority did not believe in discriminating against other "races and nationalities". Negroes are included in a street scene, but otherwise race is scarcely mentioned. Chinese and Hindus are used to illustrate "stereotyped ideas". INADEQUATE

6. SOCIAL LIVING, Landis. Ginn, 1961.

   The Negro is included in a chapter of his own entitled "Minority-Group Problems in a Democratic Society". Minorities are not integrated into text or pictures, but are shown as separate groups. In talking of Negroes, "their dramatic ability" is referred to. The text, even at its best, minimizes and glosses over the problem. INADEQUATE

E. Summary of Results

Although several textbooks reviewed in this study are better than those reviewed in earlier studies, the average textbook still falls short of adequate coverage. Only 7 out of 50 textbooks reviewed earned a rating of "Adequate".

In this section of the report, the most glaring violations of commonly accepted general criteria are listed first, followed by lists of the most common flaws in specific subject matter areas.

Violations of General Criteria

1. The general criterion most commonly violated is that of inclusion: the great majority of texts reviewed fail to depict adequately the multi-racial, multi-ethnic character of either the United States or the world.

> The average textbook gives a distinct impression of a white world with a few black blemishes. This is especially apparent in American history and American government textbooks, which often appear to be written with a strong white middle-class bias, about a white middle-class world, and aimed at a solely white middle-class audience. As a result, black people appear only as the source of a few rather remote problems. These problems – slavery, slums, and civil rights agitation – are observed from a white point of view, with little understanding of how they look to black people.
>
> Whole areas of black history are left out of most American history texts, and world history texts usually give minimal coverage to the history and indigenous cultures of black men.

2. The general criterion of integration of material is also frequently violated: many of the texts examined relegate material about minorities to separate chapters or sections of the work.

> Social problems and government textbooks usually isolate most references to minority groups in a chapter on civil rights, while most American history textbooks have added references to recent civil rights movements in a separate section of the final chapter. World history texts usually ignore multi-racial societies, and almost invariably place the chapter on Africa at or near the end of the book.

3. The general criterion of democracy, requiring a frank acknowledgement that prejudice, discrimination and restrictive immigration policies are real, threatening "social evils", is violated: many textbooks play down the existence of these phenomena, and the conflict between them and the basic American value system.

4. Other general criteria are violated less frequently, although a few texts still use stereotypes (especially world history and geography texts) and several texts do not give sufficient attention to the contributions of members of minority groups. In general, there were more blatant flaws in the actual texts of the books reviewed than in their photographs, but photographs remain a potential way of communicating racial and cultural bias. Finally, many of the violations of inclusion and contributions stem from the failure to use the results of current research, and thus are violations of the criterion of factuality as well.

Common Flaws of American History Textbooks

Inadequate treatment of minority groups in American history textbooks occurs most often in the following areas, which should be made special targets for upgrading both by publishers and by teachers compensating for inadequate texts:

1. Most American history textbooks ignore black people between the end of Reconstruction and the period of renewed legislative activity on the part of the federal government after the 1954 Supreme Court decision in Brown v. Board of Education of Topeka, Kansas. This omission is especially noticeable in the failure of textbooks to discuss the imposition of legal segregation after 1885. The result is a "black-out", in the most literal sense, which is almost total in virtually every American history textbook.

2. Many American history textbooks list recent civil rights laws, but, as a result of the "black-out" mentioned above, fail to make it clear why these laws are so needed. The student, who is given little or no understanding of legal segregation, cannot understnad why there was pressure for changes in laws after 1954.

3. The proud heritage of civil rights agitation and organization by black people is minimized in many textbooks. Self-help, community organization, and the struggle of individuals or groups receive little mention. This, combined with a mere listing of civil rights laws, gives the impression that "we whites" are responsible for any progress "they" have made.

4. Most American history textbooks underrate the importance and problems of urban America. The city's importance as a place of change and innovation in America's past is rarely made apparent. Urban problems, when discussed at all, are usually viewed from a small town/suburban perspective.

5. The backgrounds and experiences of the waves of immigrants who helped make America receive little coverage in most American history textbooks. Restrictive immigration policies seem to be generally approved by the majority of textbooks, and prejudicial judgments against immigrant groups are usually accepted.

Common Flaws of Government and Social Problems Textbooks

Inadequate treatment of minorities in social problems and government textbooks occurs most often in the following areas:

1. Most government and social problems textbooks understate the importance and pervasiveness of racial discrimination.

2. Most government and social problems textbooks mention problems related to discrimination only in a specific section devoted to civil rights. The problems of discrimination in voting are most often integrated into the text, but discrimination relating to interest groups, education, and housing is rarely referred to in the general discussions of these areas.

3. Most government and social problems texts treat legislation as an end in itself. Discussions of the historical background to civil rights legislation are often inaccurate, and almost no mention is made of the difficulties of inforcing legislation on racial problems.

Common Flaws of World History and Geography Textbooks

Inadequate treatment of racial and ethnic groups in world history and geography textbooks occurs most frequently in the following areas:

1. Most world history and geography textbooks include far more information on white peoples than on other peoples. The student gets a picture of a predominantly white world, rather than a world in which white people are a minority.

2. Most world history and geography textbooks devote far more space to discussions of primitive and colonial peoples than to consideration of the efforts of non-western peoples to obtain independence and develop their countries.

3. Most world history and government textbooks are written from an aggressively white American viewpoint. Multi-racial cultures are ignored, and 'race' is mentioned in a highly selective way.

F. Some Quotations From Unfair Textbooks

These quotations were selected to give the reader an indication of the generally poor treatment of minorities which this study found in many of the textbooks reviewed.

MISSOURI: MIDLAND STATE

Pg. 7: "[The Osages] were said to be greasy and disgusting objects with dirty buffalo robes thrown over their shoulders. The women, if possible, were more filthy and disgusting than the men."

WORLD GEOGRAPHY

Pg. 183: "Native agriculture on the wet Savannas, like native herding on the dry Savannas, never amounted to much until the white man came with his machinery and his dreams."

HISTORY OF OUR UNITED STATES

Pg. 442: Defends restrictive immigration because "an increasing number of immigrants seemed not to adjust to the American way of life."

THE MAKING OF MODERN AMERICA

Pg. 330: "The Reconstruction program delays recovery. Looking back at the postwar years, we can see that the policy which Congress followed did not speed reconstruction in the South. Instead of helping the southern states adjust to postwar conditions, it created new problems...The northern attempt to rule the South with Negro support also delayed settlement of the economic and social problems affecting the welfare of both races."

THIS IS AMERICA'S STORY

Pg. 88: "The Negroes proved very useful in the tobacco fields."

YOUTH FACES AMERICAN CITIZENSHIP

Pg. 70: [in checklist for students preparing for employment] "Are there restrictions in age, sex, race or physical appearance?"

STORY OF OUR LAND AND PEOPLE

Pg. 103 "Even with all the slave labor, plantation farming was hard work."

YOUR WORLD AND MINE

Pg. 87: "The Arabs themselves were not at first an educated people."

OUR FREE NATION

Pg. 633: "These Supreme Court decisions created serious problems for states with segregated schools."

III. GOING BEYOND THE TEXTBOOK

The teacher who desires to present a fair and accurate picture of black Americans in the past and in the present will find it necessary to go beyond the textbook. Movies, filmstrips, tapes, records, classroom visitors, pamphlets, and paperback books make a wider variety of information available, and often present this information in a form more likely to capture the student's attention. A good teacher can use these materials to offset all but the most biased textbooks; even where the text is fair, audio-visual materials will improve the coverage.

The first step in going beyond the textbook requires the teacher to examine his or her own knowledge and awareness. The teacher's own attitudes are probably even more important than the text and resources used, especially in dealing with a multi-racial class. Unrecognized or unintended bias will easily result in hostile or sullen students, as Gertrude Noar demonstrated recently in THE TEACHER AND INTEGRATION.* Conversely, a recent study, PYGMALION IN THE CLASSROOM*, conducted in several schools around the country confirmed the hypothesis that if teachers are made to believe that certain children have exceptional promise, these children will outperform classmates of equal or even greater talent. In this study, teachers were told that certain children were likely, according to fictitious pre-testing, to 'spurt ahead'. The children did spurt ahead. All too often, the opposite occurs: teachers expect children from minority groups not to do well and they don't.

The teacher's attitude and knowledge also affect the way in which children, white and black, learn about the contributions and history of all Americans. The previously mentioned National Education Association Conference criticized colleges of education for failures in two important areas: 1) failing to give teachers an adequate understanding of minority groups, and 2) failing to provide them with an adequate understanding of the background of contemporary problems. The teacher must obtain such an understanding and convey it to all students, not simply to members of minority groups.

If a teacher has not obtained an understanding of minority groups in America, or feels the need to update his knowledge in the light of recent scholarship and current problems, he may obtain the necessary information in several ways. We strongly recommend that school districts and social studies faculties hold in-service programs. The State Department of Education will furnish guidance and some resources to school districts for in-service programs. The colleges of education could also be brought into the picture; every agency concerned with social science education in the state of Missouri should consider what contributions it can make.

The teacher need not wait for in-service programs to begin improving his own knowledge and his teaching. For the teacher of American history, a good starting point in re-thinking the place of black Americans in history would be William Loren Katz, TEACHER'S GUIDE TO AMERICAN NEGRO HISTORY (Chicago: Quadrangle Books, $2.25). The State Department of Education has made copies of this book available to all school superintendents. Katz's book provides brief discussions of important periods in American history, and follows them up with bibliographic and audio-visual information. The Anti-Defamation League (721 Olive St., St. Louis 63101) provides a free packet for teachers and students that may also be of use.

* Refer to bibliography for complete information.

Once a teacher or social studies faculty or school board has decided to look for audio-visual materials to supplement their treatment of minority groups, confusion often sets in. We list two reliable sources of films here, without pretending to be exhaustive. The Anti-Defamation League (721 Olive St., St. Louis 63101) publishes a Catalog of Audio-Visual Materials and several briefer lists; many of their films were TV specials. Films produced for National Educational Television are available from the Indiana University Audio-Visual Center (Bloomington, Indiana 47401). It is recommended that materials relating to human relations be collected at a central point in Missouri, preferably at Lincoln University, to make the task of obtaining adequate materials less complicated and confusing.

A variety of printed materials are available. The pamphlet, "Negro Views of America" (American Education Publications, Education Center, Columbus, Ohio 43216), contains well-chosen selections that can be integrated into a standard American history course; it also contains suggestions for the use of these selections. More detailed coverage could be obtained by using a book of documents. Three that have come to our attention are THE NEGRO AMERICAN: A DOCUMENTARY HISTORY; EYEWITNESS: THE NEGRO IN AMERICAN HISTORY; and THE NEGRO IN 20TH CENTURY AMERICA*; all are available in paperback editions, reducing the cost. Katz's TEACHER'S GUIDE TO AMERICAN NEGRO HISTORY, discussed previously, also contains useful suggestions. Many fine books are available in paperback editions suitable for use in the classroom or for individual student use outside the classroom. Finally, the State Department of Education is compiling a more extensive bibliography that should be very useful, and will be making some recommendations for school libraries.

New materials are constantly appearing. Often the students can obtain useful information through the mass media at very little or no cost to the school system, if the teacher is aware of what is going to be shown. The Xerox television series, "Of Black America", shown on national television this summer, is a good example. Frequently these television specials become available in film versions. National magazines such as NEWSWEEK and TIME have carried informative special articles. The national Negro magazine EBONY would make an important but inexpensive addition to many school libraries, allowing more breadth in the presentation of the lives and concerns of black Americans.

Current trends in education are moving even farther beyond the textbook. The organization of social studies faculties has improved curriculum planning in many schools. Some schools are turning to resource centers or libraries of materials for social studies. Organizing a resource center for social studies makes a wide variety of materials available to the teacher and the student for individual and group instruction. Some of the innovations may be seen in pilot programs at St. Elizabeth (Curriculum Evaluation Center, Kenneth Martinez, director) Maryville (Project Communicate, Dr. Bennat Mullen, director), and Purdy (Telewriter Project, Jimmy Dyer, director). School districts or groups of school districts might consider obtaining federal funds to study adapting these programs to their needs or to prepare pilot projects in curriculum areas that have not yet been covered by federally-financed pilot projects in Missouri.

* Refer to bibliography for complete information.

Several school districts in Missouri are already making progress in integrating their curriculum. Three newspaper articles describing the program of the Kansas City public schools are appended. Fulton, Columbia, and Webster Groves also are starting programs this year. At St. Elizabeth, a social studies guide is being prepared that dispenses with the textbook entirely. The teachers who are preparing this guide have sought to present history and urban problems so that they may be understood by students growing up in a rural environment.

Also appended is a brief description of a block of St. Elizabeth's study guide that deals with "Race, Creed, and Discrimination." This portion of the study relates some of the experiences of black Americans to those of immigrants, laborers, women, and religious minorities. Other blocks of the study guide will contain appropriate references to the accomplishments and problems of black Americans and other minority groups. Undoubtedly, there are other efforts to improve the teaching of racial questions; it is often difficult for one school district to find out what others are doing. Consequently, it is recommended that, in the short run, the Missouri Commission on Human Rights serve as a clearinghouse on innovations and programs in this area.

IV. RECOMMENDATIONS

1. Textbooks rated "Adequate" should be retained and/or purchased.

2. Textbooks rated "Less-Than-Adequate" should eventually be replaced and should be supplemented with appropriate materials until that time.

3. Textbooks rated "Inadequate" should be replaced as soon as possible.

4. Teachers should use supplementary materials, such as paperback books, records, films, tapes and pamphlets to enrich the public school curricula.

   Supplements are essential when texts are not adequate, and the teacher will probably find it desirable to go beyond even the best textbook; this is especially true for the teacher who tries to give an accurate picture of the roles played by black Americans in the past and in the present. Movies, filmstrips, tapes, records, classroom visitors, pamphlets and paperback books make more information available, and often present this information in a form more likely to capture the student's attention. A good teacher can use these materials to offset inadequate textbooks.

5. Local school administrations and faculties should hold workshops and in-service programs to discuss the treatment of minority group problems and accomplishments in their social studies curricula. Where possible, local school administrations should seek some of the many kinds of assistance available, including consultants, funds from the federal government and from private foundations, and the talents of interested citizens. Local educators should also examine the results of the pilot programs of the Kansas City public schools (summary included in appendix), the Curriculum Evaluation Center in St. Elizabeth, Missouri, and Project Communicate in Maryville, Missouri.

6. Teacher-training programs should be expanded and improved to assure that all public school teachers are informed on the history, culture, and importance of American minority groups, and are able to convey this information to their students.

   Several different programs will be needed to achieve this goal. These programs can be divided into two major areas:

   A. In-Service Training - The State Department of Education, in cooperation with the Missouri Commission on Human Rights, should develop and initiate in-service training programs for public school teachers in (a) minority history, culture and problems, and (b) methods of teaching about minorities, including the use of supplements.

   B. Training in the State Schools of Education - In June of 1968, the Missouri Commission on Human Rights sent a memorandum to

state institutions of higher learning, asking them "to examine their curricula and study the needs for courses in the area of human relations and the study of minority groups."

The Commission should follow up this memorandum, with the assistance of the Missouri Commission on Higher Education, by surveying state colleges of education to determine how effectively they are preparing teachers to be knowledgeable about minority history and sensitive to minority problems. Special attention should be paid to the inclusion of material about minorities in general courses, as well as in special courses such as Negro history.

The Commission, guided by the results of the survey, should cooperate with schools of education in their improvement of curricula.

Schools of education could also be the sites of regional conferences and workshops dealing with the incorporation of minority history into American and world history on the high school level.

7. **The State Department of Education, with the possible assistance of the Missouri Commission on Human Rights, should work closely with local boards of education in developing specific programs to phase out all unfair texts and to replace them with adequate materials.**

8. **The State Department of Education should continue and expand textbook evaluation studies to include new texts and texts in areas not covered by this study or other current studies.**

   The State Department of Education, in cooperation with the Missouri Commission on Human Rights, should prepare or adopt clear and definite guidelines regarding the treatment of minorities in textbooks in all the major areas of study in the public schools, and using these guidelines, prepare and maintain up-to-date evaluations of textbooks. The guidelines and the evaluations should be sent to all school administrators, with the strong recommendation that they be used by the individual districts in the selection of texts.

9. **The State Department of Education assisted by the Missouri Commission on Human Rights, should incorporate integrated materials into their study guides as they are revised, and should consider printing and distributing catalogs of supplementary materials to aid public school teachers and administrators in enriching curricula with information about American minority groups.**

10. **Educators on all levels should begin immediately developing and implementing comprehensive, detailed, workable programs for achieving complete equality of education in Missouri schools.**

Under House Resolution 78, adopted February 14, 1968, by the Missouri House of Representatives, the State Department of Education and the Missouri Commission on Higher Education are charged with developing and recommending to schools under their respective areas of concern "a program of continuing education in which the characteristics and attributes of the Negro . . . will be disseminated and taught."

The State Department of Education and the Missouri Commission on Higher Education are to submit a report of their actions to the House of Representatives of the Seventy-fifth General Assembly, not later than February 1, 1969.

A brief summary of some of the steps now being taken by the State Department of Education, as well as copies of House Resolution 78 and the State Department of Education's resolution in response to House Resolution 78, is included in the appendix.

The direct responsibility for implementing programs to achieve complete equality of education rests with local administrators and with teachers. Determined effort and cooperation by all Missouri educators is therefore vital.

True equality of education will be the result of strong comprehensive programs. It is not enough to make efforts in some areas while ignoring others. For example, a good textbook may be useless in the hands of a poorly trained, insensitive teacher, and the best of teachers may have difficulty teaching equality in an obviously segregated school.

An effective plan would include as a bare minimum:

A. Curriculum revision to insure full and fair teaching of the problems and history of minority groups;

B. Intensive teacher-training programs in the history and problems of minorities;

C. Immediate programs to eliminate segregation in the public schools.

A series of newspaper articles outlining a plan developed by the Kansas City, Missouri school system to end all forms of discrimination in the city schools is included in the appendix.

11. Textbook publishers should take initiative in ending discrimination in texts by:

A. Publishing only those texts that give full and fair treatment to minorities.

B. Discontinuing publication of texts found unfair to minorities and/or publishing revisions of these texts which improve minority treatment and coverage.

Textbook publishers should be especially careful in assuring that their textbooks avoid the following serious and common errors, which are discussed more fully in the Summary of Results of this report.

(1) Ignoring black people between the end of Reconstruction and 1954.

(2) Ignoring Negro movements and leaders, such as DuBois, Garvey, NAACP, the Congress on Racial Equality, the Southern Christian Leadership Conference, the Student Nonviolent Coordinating Committee, and the Urban League.

(3) Listing civil rights laws without discussing the grim reality of segregation that makes such laws so necessary.

(4) Ignoring the importance and problems of urban areas.

(5) Ignoring the background of immigrants; defending restrictive immigration.

12. **A human relations center should be established at Lincoln University in Jefferson City.**

Missouri has no center where a comprehensive collection of materials on human relations is kept. A human relations center, acting as library, clearinghouse, and information and distribution center for materials relating to minorities would be an invaluable aid to school administrators and teachers seeking to include human relations materials in their curricula, as well as to all interested groups and citizens of the state.

13. **The Missouri Commission on Human Rights should apply to appropriate private and public agencies for funds to purchase human relations materials to be distributed to public schools.**

14. **Until a human relations center is established, the Missouri Commission on Human Rights should act as a human relations clearinghouse, receiving reports of innovations in multi-racial education and disseminating them to school boards, local school administrators, and social studies faculties.**

15. **Local human rights commissions should cooperate actively with local educators in ending discrimination in education, by providing information, consultants, resource persons, and so on, to local school boards, faculties and/or individual teachers.**

APPENDIX I: HOUSE RESOLUTION NO. 78

WHEREAS, the Negro inhabitants of the State of Missouri are an important part of the total population of this great state; and

WHEREAS, those of African descent have played a distinguished role in the development of our agricultural and industrial resources; have contributed to the growth and progress of Missouri; and continue to be vital to Missouri's enviable position of being a progressive member of the Union; and

WHEREAS, the State Department of Education exercises a superintending control over the curriculum of the public schools of Missouri; and

WHEREAS, the Missouri Commission on Higher Education is charged with recommending to the governing boards of the various institutions of higher learning in our state, the development and consolidation of programs; and

WHEREAS, there is an urgent need for the development of a program of education about the history, heritage, traditions, culture and accomplishments of the Negro in America;

NOW, THEREFORE, BE IT RESOLVED, that the House of Representatives of the Seventy-fourth General Assembly, meeting in special session, appeal to the State Department of Education and the Missouri Commission on Higher Education to develop and recommend to schools under their respective areas of concern, a program of continuing education in which the characteristics and attributes of the Negro, as aforesaid, will be disseminated and taught; and

BE IT FURTHER RESOLVED, that the House request that both the State Department of Education and the Missouri Commision on Higher Education submit a report of actions taken by those agencies, pursuant to this resolution, to the House of Representatives of the Seventy-fifth General Assembly, not later than February 1, 1969; and

BE IT FURTHER RESOLVED, that the clerk be directed to send a copy of this resolution to the State Commissioner of Education and to the executive secretary of the Missouri Commission on Higher Education.

First Extra Session
Seventy-fourth General Assembly
February 1968

State of Missouri

State Board of Education

RESOLUTION

WHEREAS House Resolution No. 78 passed by the First Extra Special Session of the Seventy-fourth General Assembly requests the State Department of Education to develop and recommend to all public schools a program of continuing education in which the characteristics and attributes of the Negro will be disseminated and taught;

NOW, THEREFORE, BE IT RESOLVED that the Department of Education develop a bibliography of materials for the teaching of history, heritage, traditions, culture and accomplishments of the Negro in America and send it to all public schools along with a letter from the Department suggesting that schools develop units in their social studies classes using these materials; and

BE IT FURTHER RESOLVED that since the Department is in the process of revising social studies guides to be used in the schools and has previously provided suggestions in the teaching of the history of the Negro, each guide hereinafter revised and published will be strengthened by additional suggestions for developing units of teaching along with suggested teaching aids; and

BE IT FURTHER RESOLVED that the Commissioner of Education send a copy of this resolution to the Speaker of the House of Representatives and to the sponsors of House Resolution No. 78.

Adopted June 3, 1968

Steps Being Taken by the State Department of Education

The State Department of Education has called together a statewide advisory committee on House Resolution 78, and is initiating a long-term program aimed at improving teaching about minority groups. The emphasis the first year will be on in-service teacher training and on encouraging schools to increase their resources relating to minority groups. A bibliography of inexpensive resource materials is in preparation. Local educators can look to the State Department of Education for aid in their efforts to achieve complete equality of education.

APPENDIX II:

A brief description of the block on "Race, Creed, and Discrimination" being drawn up by teachers connected with the Curriculum Evaluation Center, St. Elizabeth, Missouri. For further information, contact Mr. Kenneth A. Martinez, Curriculum Evaluation Center, St. Elizabeth, Missouri 65075.

This block starts from the present and works backward in time; at every step a new group is drawn into the picture.

Outline of topics:

I. Current Position of Black People

- A. Events of past summer
- B. Some facts about jobs, incomes, and educational opportunity
- C. The nature of prejudice
- D. What it feels like to be black
- E. Trying to get out
- F. The role of government

II. The New Deal Watershed

- A. The New Deal Coalition and its limitations
- B. Caring for the unemployed and the aged
- C. Bringing urban people into the groups represented in decision-making
- D. Bringing in labor
- E. Patronage for minority groups

III. On the Outside in the '20's

- A. What it felt like to be inside in the 1920's
- B. The KKK and prejudice against Catholics, Jews, and Negroes
- C. "The Red Scare"

IV. The Immigrant and the Laborer

- A. Discrimination against the Catholic and East European immigrant
- B. The slum and the problems of "making it"

V. Comparison: White people often say, "We made it on our own; Negroes should be able to do it by themselves." How fair is this argument?

VI. The Coming of Jim Crow

VII. The Black American in War and Reconstruction

A. How Reconstruction felt
B. How effective was it?
C. Abandoned by the North
D. Participation in the Civil War

VIII. Slavery

A. How it felt
B. Escape and revolt
C. Whites discuss slavery

IX. Women: From Legal Restriction Towards Equality

A. Legal disabilities in the 19th century: restrictions on jobs, property rights, and education
B. The suffragettes
C. Is this equality?

X. Religious Toleration

A. Puritan New England

1. Salem trials
2. Roger Williams

B. The general problem of religious toleration

XI. Coda: The Indian in America

A Sample Section with Resources Added to the Above Outline:

I. Current Position of Black People

A. Events of the summer	resource person: a student from Lincoln University
B. Some facts about jobs, incomes, and educational opportunity	Ben J. Wattenberg, THIS U.S.A. (Pocket Books), ch. XVI
C. The nature of prejudice	film: "Color of Man", may be rented from University of Missouri for $2.50 article: Robin Fox, "Chinese Have Bigger Brains than Whites . . . Are They Superior?" NEW YORK TIMES Magazine, 30 June 1968

D.	What this reality feels like		
	1.	Indignity and anger	Charles Silberman, CRISIS IN BLACK AND WHITE, (Vintage paperback), pp. 52-57
	2.	"The Promised Land"	Claude Brown, MANCHILD IN THE PROMISED LAND (New American Library), pp.VII,VIII
	3.	Trying to become a man	Claude Brown, MANCHILD IN THE PROMISED LAND, pp. 279-286, 289-296, 312-326 (alternate resource: Pamphlet "Negro Views of America", American Education Publications, Columbus, Ohio 43216)
E.	Trying to get out		
	1.	The sit-ins	film, "Sit-in", McGraw-Hill
	2.	Martin Luther King	"Letter from a Birmingham Jail" and "I Have a Dream", in Leslie Fishel and Benjamin Quarles, THE NEGRO AMERICAN: A DOCUMENTARY HISTORY (Scott Foresman), pp. 519-524, 533-534
	3.	The militant questions integration	Charles Silberman, CRISIS IN BLACK AND WHITE, pp. 139-161
F.	The role of government		resource person from the Missouri Commission on Human Rights

APPENDIX VI:

Bibliography (alphabetized by title)

1. **"As the Child Reads . . ."**
National Education Association Professional Rights and Responsibilities
Conference on Civil and Human Rights in Education
National Education Association

2. **EYEWITNESS: THE NEGRO IN AMERICAN HISTORY**
Katz
Pitman Publishing Corp.

3. **"Intergroup Relations in Teaching Materials"**
American Council on Education

4. **THE NEGRO AMERICAN: A DOCUMENTARY STORY**
Fishel and Quarles, eds.
Scott Foresman and Co.

5. **"The Negro in American History Textbooks"**
Stampp et al
California State Department of Education

6. **"The Negro in Modern American History Textbooks"**
Sloan
American Federation of Teachers, AFL-CIO

7. **THE NEGRO IN 20TH CENTURY AMERICA**
Franklin and Starr, eds.
Random House, Inc.

8. **"Negro Views of America"**
American Education Publications

9. **PYGMALION IN THE CLASSROOM**
Rosenthal and Jacobson
Holt, Rinehart, and Winston

10. **"A Report on the Treatment of Minorities in American History Textbooks"**
Michigan Department of Education, July, 1968

11. **THE TEACHER AND INTEGRATION**
Noar
National Education Association

12. **TEACHER'S GUIDE TO AMERICAN NEGRO HISTORY**
Katz
Quadrangle Books

13. **"The Treatment of Minorities in Secondary School Textbooks"**
Marcus
The Anti-Defamation League of B'nai B'rith

14. **"The Treatment of Minority Groups in Primary Social Studies Textbooks".**
Golden
Interracial Review, Sept., 1966

APPENDIX VII:

RECOMMENDATIONS REGARDING EDUCATION
from
THE FINAL REPORT OF THE MAYOR'S COMMISSION ON CIVIL DISORDER
Kansas City, Missouri

Among other things, the Commission recommends the following:

Continuation of current efforts to integrate the faculties and student bodies of all schools to the fullest extent consistent with educational objectives, so as to give all students in the Kansas City school district the opportunity to meet and work with fellow students and teachers who represent the spectrum of the community as a whole.

Regular seminars on human relations presented by qualified experts should be conducted for the benefit of all teachers.

About the Commission . . . .

The Missouri Commission on Human Rights, among its statutory functions, has the responsibility for issuing publications and the results of studies and research which will tend to promote good will and eliminate discrimination because of race, creed, or color, religion, national origin, or ancestry.

The Commission is also the state agency which enforces Missouri's anti-discrimination laws. These laws make it illegal to discriminate in employment practices or in public accomodations because of race, creed, color, religion, national origin, or ancestry (or in employment because of sex).

Copies of the full text of the laws governing the Missouri Commission on Human Rights, including the Fair Employment Practices Act and the Public Accomodations Act, are available from the Commission on request.

Missouri Commission on Human Rights, Box 1129, Jefferson City, Missouri 65101

Governor
WARREN E. HEARNES

The Commission

Vice-Chairman:
JOHN B. ERVIN

Secretary:
MISS LUCILE BLUFORD

Treasurer:
MRS. ROBERT SEILER

LARRY CARP
Clayton

RUSH H. LIMBAUGH, SR.
Cape Girardeau

PETER V. McCOY
Marshall

MRS. REBA S. MOSBY
St. Louis

WILLIAM P. MURPHY
Columbia

L. W. RINEY
Hannibal

ROBERT C. WRIGHT
St. Joseph

The Staff

Executive Director:
RICHARD E. RISK

Assistant Director:
WILLIAM D. RICE

SANDRA NEESE
Director
of Investigation

WAYMAN F. SMITH, III
Director
of Conciliation

LEE HENSON
Director
Affirmative Action Program

D. R. MILLER
Director of Education,
Research and Community Relations